



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2008  
Code: 12091530  
SAU: MSAD 15  
School: Gray-New Gloucester Middle Sch

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science and Technology Results .....	10-12

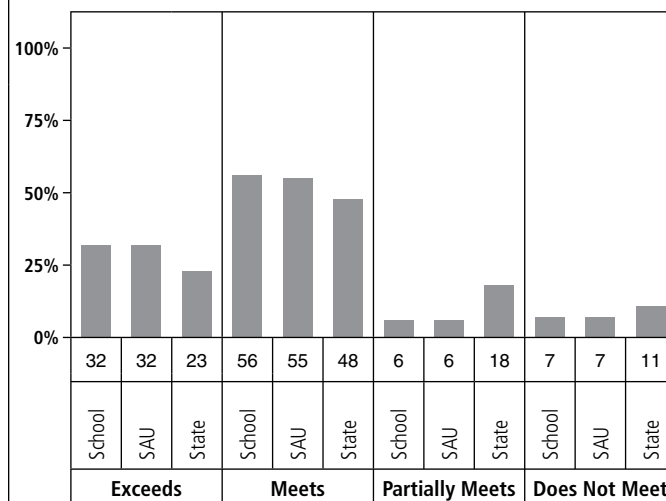
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 8  
SAU: MSAD 15  
School: Gray-New Gloucester Middle Sch

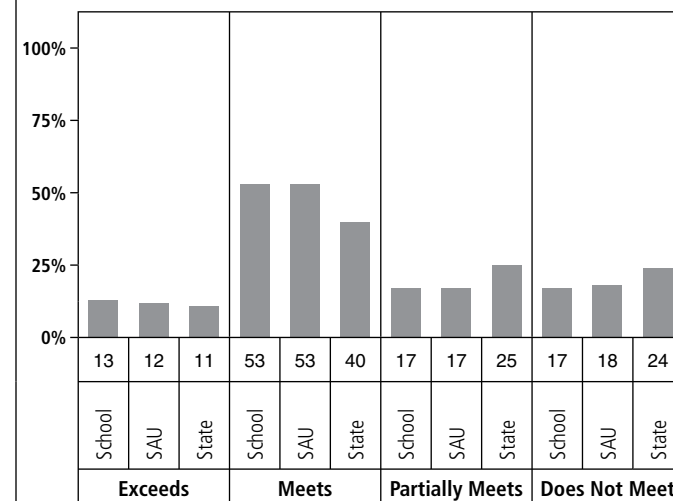
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	849	849	845
2006–2007	852	851	847
<b>2007–2008</b>	<b>854</b>	<b>854</b>	<b>849</b>
Cum. Avg. *	852	851	847
<b>Mathematics</b>			
2005–2006	843	843	840
2006–2007	847	846	842
<b>2007–2008</b>	<b>845</b>	<b>845</b>	<b>841</b>
Cum. Avg. *	845	845	841
<b>Science &amp; Technology</b>			
2005–2006	850	849	846
2006–2007	851	850	847
<b>2007–2008</b>	<b>849</b>	<b>848</b>	<b>847</b>
Cum. Avg. *	850	849	847

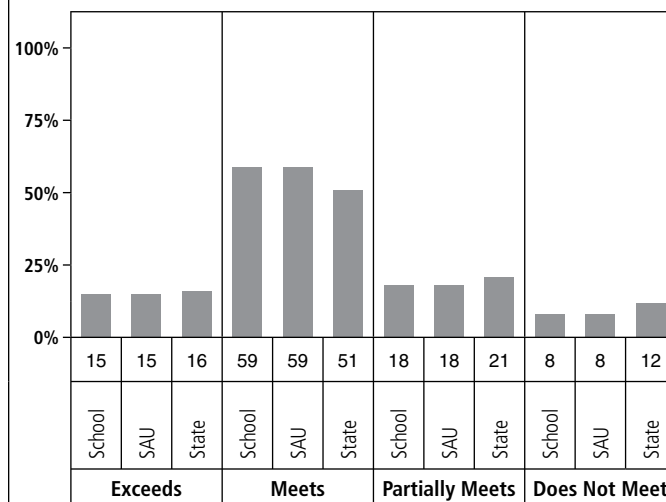
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 8  
SAU: MSAD 15  
School: Gray-New Gloucester Middle Sch

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	148	100	149	100	15274	100	145	99	146	99	15102	99	145	99	146	99	15097	99	144	99	145	99	15080	99						
Ethnicity African American/Black	2	1	3	2	368	2	2	100	3	100	356	97	2	100	3	100	360	98	2	100	3	100	356	97						
American Indian or Native Alaskan	0	0	0	0	120	1	0	0	0	0	117	98	0	0	0	0	117	98	0	0	0	0	117	98						
Asian or Pacific Islander	0	0	0	0	186	1	0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
Hispanic	0	0	0	0	139	1	0	0	0	0	136	98	0	0	0	0	136	98	0	0	0	0	136	98						
Caucasian/White	146	99	146	98	14461	95	143	99	143	99	14312	99	143	99	143	99	14302	99	142	99	142	99	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	20	14	21	14	2508	16	18	95	19	95	2446	98	18	95	19	95	2441	98	18	95	19	95	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	30	20	30	20	5420	35	29	100	29	100	5329	99	29	100	29	100	5324	99	28	97	28	97	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	127	86	127	85	12703	83	127	86	127	85	12694	83	126	85	126	85	12710	83												
Identified disability (PET/IEP)	0	0	0	0	437	3	0	0	0	0	421	3	0	0	0	0	445	4												
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1												
504 plan	1	1	1	1	229	2	1	1	1	1	231	2	1	1	1	1	230	2												
<b>Participation with accommodations</b>	17	11	18	12	2221	15	17	11	18	12	2227	15	17	11	18	12	2197	14												
Identified disability (PET/IEP)	17	100	18	100	1832	82	17	100	18	100	1844	83	17	100	18	100	1813	83												
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6												
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3												
Other	0	0	0	0	213	10	0	0	0	0	202	9	0	0	0	0	204	9												
<b>Participation through alternate assessment (PAAP)</b>	1	1	1	1	177	1	1	1	1	1	176	1	1	1	1	1	173	1												
Identified disability (PET/IEP)	1	100	1	100	177	100	1	100	1	100	176	100	1	100	1	100	173	100												
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0																								
<b>Approved non-participation – special consideration</b>	2	1	2	1	32	0	2	1	2	1	34	0	2	1	2	1	34	0												
<b>Non-participation – other</b>	1	1	1	1	140	1	1	1	1	1	143	1	2	1	2	1	160	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	8
SAU:	MSAD 15
School:	Gray-New Gloucester Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	32	20	32	20	2695	17
	2006-2007	29	22	29	21	2407	16
	<b>2007-2008</b>	<b>46</b>	<b>32</b>	<b>46</b>	<b>32</b>	<b>3428</b>	<b>23</b>
	Cum. Total*	107	24	107	24	8530	18
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	80	50	79	49	6830	42
	2006-2007	70	52	70	51	7494	49
	<b>2007-2008</b>	<b>80</b>	<b>56</b>	<b>80</b>	<b>55</b>	<b>7179</b>	<b>48</b>
	Cum. Total*	230	53	229	52	21503	46
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	28	18	28	18	3741	23
	2006-2007	27	20	28	21	3628	24
	<b>2007-2008</b>	<b>8</b>	<b>6</b>	<b>9</b>	<b>6</b>	<b>2706</b>	<b>18</b>
	Cum. Total*	63	14	65	15	10075	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	19	12	21	13	3003	18
	2006-2007	8	6	9	7	1810	12
	<b>2007-2008</b>	<b>10</b>	<b>7</b>	<b>10</b>	<b>7</b>	<b>1611</b>	<b>11</b>
	Cum. Total*	37	8	40	9	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	39.9	71.3	39.8	71.1	36.9	65.9
<b>Literary Text</b>	<b>28</b>	<b>50</b>	19.9	71.1	19.9	71.1	18.3	65.4
<b>Informational Text</b>	<b>28</b>	<b>50</b>	20.0	71.4	19.9	71.1	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: MSAD 15  
 School: Gray-New Gloucester Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	144	46	32	80	56	8	6	10	7	854	145	32	55	6	7	854	14924	23	48	18	11	849
<b>Ethnicity</b>																						
African American/Black	2										3						348	11	38	22	29	840
American Indian or Native Alaskan	0										0						117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	0										0						131	18	38	27	17	846
Caucasian/White	142	45	32	79	56	8	6	10	7	854	142	32	56	6	7	854	14149	23	49	18	10	850
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	6	35	3	18	8	47	832	18	0	33	22	44	832	2269	3	24	32	42	833
No	127	46	36	74	58	5	4	2	2	858	127	36	58	4	2	858	12655	27	52	16	5	852
<b>Current LEP</b>																						
Yes	0										0						308	8	30	27	34	837
No	144	46	32	80	56	8	6	10	7	854	145	32	55	6	7	854	14616	23	48	18	10	850
<b>Economically disadvantaged</b>																						
Yes	29	4	14	17	59	4	14	4	14	847	29	14	59	14	14	847	5222	12	44	25	19	843
No	115	42	37	63	55	4	3	6	5	856	116	36	54	4	5	856	9702	29	50	14	7	853
<b>Migrant</b>																						
Yes	0										0						7	0	86	0	14	850
No	144	46	32	80	56	8	6	10	7	854	145	32	55	6	7	854	14917	23	48	18	11	849
<b>Gender</b>																						
Female	67	30	45	31	46	3	4	3	4	858	67	45	46	4	4	858	7198	30	48	15	7	853
Male	77	16	21	49	64	5	6	7	9	851	78	21	63	8	9	851	7726	17	49	21	14	847
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	5	0	0	4	80	0	0	1	20	842	5	0	80	0	20	842	807	9	41	32	18	842
No	139	46	33	76	55	8	6	9	6	855	140	33	54	6	6	855	14117	24	49	17	10	850
<b>Gifted/talented program</b>																						
Yes	9	8	89	1	11	0	0	0	0	870	9	89	11	0	0	870	592	71	28	1	0	867
No	135	38	28	79	59	8	6	10	7	853	136	28	58	7	7	853	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 8  
SAU: MSAD 15  
School: Gray-New Gloucester Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	3 48 43 6	0 18 25 3	0 27 41 33	2 42 30 5	50 63 49 56	0 2 4 0	0 3 7 0	2 5 2 1	50 7 3 11	834 854 856 855	4 47 43 6	0 27 41 33	40 63 49 56	20 3 7 0	40 7 3 11	834 854 856 855	9 46 41 5	10 20 28 28	39 50 49 44	24 20 15 15	26 11 7 12	841 849 852 850
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	37 53 8 3	18 27 1 0	35 36 9 0	30 41 5 3	58 55 45 75	4 2 1 0	8 3 9 0	0 5 4 1	0 7 36 25	857 856 840 846	36 52 8 3	35 36 9 0	58 55 45 60	8 3 9 20	0 7 36 20	857 856 840 843	33 53 11 3	31 21 14 6	48 51 41 34	14 19 25 26	7 9 20 35	853 849 844 836
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	30 48 22 0	28 17 1 0	65 25 3 0	12 44 23 0	28 65 74 0	2 4 1 0	5 6 3 0	1 3 6 0	2 4 19 0	864 853 844 0	31 48 22 0	64 25 3 0	27 65 74 0	7 6 3 0	2 4 19 0	864 853 844 0	31 49 18 2	42 19 5 4	44 54 42 29	8 19 31 32	6 9 22 34	857 849 840 835
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	17 65 18	5 33 8	21 36 32	12 52 14	50 57 56	3 3 1	13 3 4	4 4 2	17 4 8	849 856 855	17 65 18	21 35 32	50 56 56	13 4 4	17 4 8	849 856 855	15 65 19	16 23 30	44 49 49	22 18 14	18 9 8	845 850 852
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	7 54 39	2 16 27	20 21 50	4 50 24	40 66 44	2 4 1	20 5 2	2 6 2	20 8 4	845 852 860	7 54 39	20 21 49	40 66 44	20 5 4	20 8 4	845 852 860	9 53 38	8 17 36	33 51 48	28 21 11	31 11 5	838 848 855
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	52 44 4	18 27 0	25 44 0	48 27 3	67 44 50	4 1 1	6 2 17	2 6 2	3 10 33	855 856 836	52 44 4	25 44 0	66 44 50	7 2 17	3 10 33	854 856 836	43 51 6	23 25 9	48 49 43	19 17 24	10 9 23	849 851 842
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	21 37 14 28	14 20 5 7	47 38 25 18	12 28 13 26	40 54 65 67	3 2 0 1	10 4 0 3	1 2 2 5	3 4 10 13	858 857 853 851	21 37 14 28	47 38 25 18	40 54 65 65	10 4 0 5	3 4 10 13	858 857 853 850	18 41 13 28	31 28 20 12	47 49 49 47	13 15 18 26	9 7 12 16	852 852 848 844
<b>How do you feel about the following statement?</b> <i>"My knowledge of reading will be useful to me as an adult."</i> A. strongly agree B. agree C. disagree D. strongly disagree	48 41 9 2	28 16 1 1	41 28 8 33	37 35 6 1	54 60 46 33	2 4 1 0	3 7 8 0	1 3 5 1	1 5 38 33	859 853 840 846	48 41 9 2	41 28 8 33	54 60 46 33	4 7 8 0	1 5 38 33	859 853 840 846	43 48 6 2	31 18 11 6	48 50 43 36	14 20 24 32	7 12 21 26	853 848 843 839
<b>Optional school/SAU question</b> A. B. C. D.	0 33 33 33	1 0 0 0	100 0 0 0	0 1 1 1	0 100 100 100	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	864 846 852 852	0 33 33 33	100 0 100 0	0 100 0 100	0 0 0 0	0 0 0 0	864 846 852 852						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 8  
SAU: MSAD 15  
School: Gray-New Gloucester Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	18	11	18	11	1714	11
	2006-2007	21	16	21	15	1952	13
	<b>2007-2008</b>	<b>18</b>	<b>13</b>	<b>18</b>	<b>12</b>	<b>1657</b>	<b>11</b>
	Cum. Total*	57	13	57	13	5323	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	68	43	67	42	5533	34
	2006-2007	67	50	67	49	5870	38
	<b>2007-2008</b>	<b>77</b>	<b>53</b>	<b>77</b>	<b>53</b>	<b>5956</b>	<b>40</b>
	Cum. Total*	212	49	211	48	17359	37
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	47	30	47	29	4764	29
	2006-2007	33	25	33	24	3982	26
	<b>2007-2008</b>	<b>24</b>	<b>17</b>	<b>24</b>	<b>17</b>	<b>3729</b>	<b>25</b>
	Cum. Total*	104	24	104	24	12475	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	26	16	28	18	4251	26
	2006-2007	13	10	15	11	3534	23
	<b>2007-2008</b>	<b>25</b>	<b>17</b>	<b>26</b>	<b>18</b>	<b>3579</b>	<b>24</b>
	Cum. Total*	64	15	69	16	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.1	56.9	9.1	56.9	8.4	52.5
Cluster 2: Shape and Size	14	25	6.2	44.3	6.1	43.6	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	5.0	62.5	5.0	62.5	4.6	57.5
Cluster 4: Patterns	18	32	10.2	56.7	10.1	56.1	8.9	49.4

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: MSAD 15  
 School: Gray-New Gloucester Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	144	18	13	77	53	24	17	25	17	845	145	12	53	17	18	845	14921	11	40	25	24	841
<b>Ethnicity</b>																						
African American/Black	2										3						352	2	23	23	52	828
American Indian or Native Alaskan	0										0						117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	0										0						131	7	34	26	33	836
Caucasian/White	142	18	13	75	53	24	17	25	18	845	142	13	53	17	18	845	14140	11	41	25	23	841
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	3	18	1	6	13	76	821	18	0	17	6	78	820	2265	1	14	22	62	824
No	127	18	14	74	58	23	18	12	9	848	127	14	58	18	9	848	12656	13	45	26	17	844
<b>Current LEP</b>																						
Yes	0										0						315	5	24	20	51	828
No	144	18	13	77	53	24	17	25	17	845	145	12	53	17	18	845	14606	11	40	25	23	841
<b>Economically disadvantaged</b>																						
Yes	29	0	0	10	34	9	31	10	34	833	29	0	34	31	34	833	5217	5	30	29	37	834
No	115	18	16	67	58	15	13	15	13	848	116	16	58	13	14	848	9704	15	45	23	17	845
<b>Migrant</b>																						
Yes	0										0						7	0	43	43	14	838
No	144	18	13	77	53	24	17	25	17	845	145	12	53	17	18	845	14914	11	40	25	24	841
<b>Gender</b>																						
Female	67	11	16	34	51	9	13	13	19	847	67	16	51	13	19	847	7199	11	40	26	23	841
Male	77	7	9	43	56	15	19	12	16	843	78	9	55	19	17	843	7722	11	40	24	25	841
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	5	0	0	3	60	1	20	1	20	842	5	0	60	20	20	842	806	3	20	30	47	831
No	139	18	13	74	53	23	17	24	17	845	140	13	53	16	18	845	14115	12	41	25	23	842
<b>Gifted/talented program</b>																						
Yes	9	7	78	2	22	0	0	0	0	868	9	78	22	0	0	868	592	58	39	2	1	864
No	135	11	8	75	56	24	18	25	19	843	136	8	55	18	19	843	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 8  
SAU: MSAD 15  
School: Gray-New Gloucester Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	0	0	0	0	1	25	3	75	821	4	0	0	20	80	817	9	5	30	23	41	833
B. less than one hour	48	9	13	38	57	13	19	7	10	846	47	13	57	19	10	846	46	10	40	26	25	840
C. one to two hours	43	9	15	31	51	9	15	12	20	847	43	15	51	15	20	847	41	14	42	25	19	843
D. more than two hours	6	0	0	7	78	1	11	1	11	843	6	0	78	11	11	843	5	14	38	23	24	842
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	41	7	13	34	61	8	14	7	13	848	40	13	61	14	13	848	30	17	43	22	18	845
B. They match some of what I have learned.	44	10	16	28	46	13	21	10	16	844	44	16	46	21	16	844	50	10	42	26	22	841
C. They match just a little of what I have learned.	13	1	6	9	50	3	17	5	28	842	13	6	50	17	28	842	17	6	32	29	33	836
D. There is no match.	2	0	0	2	67	0	0	1	33	836	3	0	50	0	50	827	4	3	18	25	54	828
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	24	8	24	19	56	5	15	2	6	854	25	23	54	14	9	852	26	29	46	14	11	851
B. good	46	9	14	38	58	6	9	12	18	846	46	14	58	9	18	846	45	7	46	27	20	841
C. fair	24	1	3	16	47	10	29	7	21	839	24	3	47	29	21	839	23	1	26	34	38	833
D. poor	6	0	0	2	25	3	38	3	38	829	6	0	25	38	38	829	5	1	14	29	57	827
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	32	4	9	23	52	8	18	9	20	844	32	9	51	18	22	843	34	4	35	28	32	836
B. about the same as my regular schoolwork	60	9	11	47	57	15	18	12	14	845	59	11	57	18	14	845	52	10	43	26	21	842
C. easier than my regular schoolwork	9	5	42	5	42	1	8	1	8	855	9	42	42	8	8	855	13	33	40	14	13	852
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	53	6	8	39	55	16	23	10	14	845	53	8	54	22	15	844	44	10	40	26	25	840
B. I tried about the same as I do on my regular schoolwork.	45	12	20	32	53	7	12	9	15	848	44	20	53	12	15	848	50	13	42	24	21	843
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	33	1	33	1	33	832	2	0	33	33	33	832	6	9	27	27	38	835
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	3	0	0	2	50	0	0	2	50	836	3	0	50	0	50	836	9	6	38	27	29	837
B. two or three days a week	6	1	13	2	25	3	38	2	25	838	6	13	25	38	25	838	16	8	38	27	27	839
C. two or three times each month	26	3	8	19	53	9	25	5	14	843	25	8	53	25	14	843	28	12	41	27	21	843
D. never or almost never	66	14	15	52	56	12	13	15	16	847	66	15	55	13	17	847	48	13	40	23	24	842
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	74	11	10	61	58	19	18	14	13	846	74	10	58	18	13	846	38	14	42	23	21	843
B. two or three times a week	19	7	26	10	37	5	19	5	19	847	19	26	37	19	19	847	33	10	41	26	23	841
C. two or three times each month	3	0	0	2	50	0	0	2	50	833	3	0	50	0	50	833	18	10	36	27	27	840
D. never or almost never	4	0	0	2	40	0	0	3	60	827	4	0	33	0	67	823	11	7	34	26	33	836
<b>How do you feel about the following statement?</b> <i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	57	12	15	46	58	12	15	10	13	848	57	15	57	15	14	847	54	14	44	23	18	844
B. agree	33	5	11	22	48	9	20	10	22	842	32	11	48	20	22	842	38	8	36	27	28	838
C. disagree	8	1	9	6	55	2	18	2	18	844	8	9	55	18	18	844	6	6	31	28	36	835
D. strongly disagree	3	0	0	1	25	1	25	2	50	834	3	0	25	25	50	834	2	3	23	25	49	831
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	33	0	0	1	100	0	0	0	0	856	33	0	100	0	0	856						
C.	33	0	0	1	100	0	0	0	0	846	33	0	100	0	0	846						
D.	33	0	0	1	100	0	0	0	0	860	33	0	100	0	0	860						

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 8  
SAU: MSAD 15  
School: Gray-New Gloucester Middle Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	28	18	28	18	1879	12
	2006-2007	28	21	28	21	2192	14
	<b>2007-2008</b>	<b>21</b>	<b>15</b>	<b>21</b>	<b>15</b>	<b>2371</b>	<b>16</b>
	Cum. Total*	77	18	77	18	6442	14
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	86	54	85	53	8604	53
	2006-2007	69	51	69	51	7916	52
	<b>2007-2008</b>	<b>85</b>	<b>59</b>	<b>85</b>	<b>59</b>	<b>7630</b>	<b>51</b>
	Cum. Total*	240	55	239	54	24150	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	32	20	32	20	3618	22
	2006-2007	32	24	32	24	3340	22
	<b>2007-2008</b>	<b>26</b>	<b>18</b>	<b>26</b>	<b>18</b>	<b>3175</b>	<b>21</b>
	Cum. Total*	90	21	90	20	10133	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	13	8	15	9	2174	13
	2006-2007	5	4	7	5	1865	12
	<b>2007-2008</b>	<b>11</b>	<b>8</b>	<b>12</b>	<b>8</b>	<b>1731</b>	<b>12</b>
	Cum. Total*	29	7	34	8	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	8.5	60.7	8.5	60.7	8.1	57.9
Cluster 2: Physical Sciences	14	25	6.7	47.9	6.7	47.9	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	8.3	59.3	8.3	59.3	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	8.9	63.6	8.8	62.9	8.5	60.7

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.



# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 8  
 SAU: MSAD 15  
 School: Gray-New Gloucester Middle Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	143	21	15	85	59	26	18	11	8	849	144	15	59	18	8	848	14907	16	51	21	12	847
<b>Ethnicity</b>																						
African American/Black	2										3						349	4	35	26	34	837
American Indian or Native Alaskan	0										0						117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	0										0						131	5	50	22	23	842
Caucasian/White	141	20	14	84	60	26	18	11	8	848	141	14	60	18	8	848	14129	16	52	21	11	848
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	17	0	0	6	35	4	24	7	41	834	18	0	33	22	44	834	2258	3	29	31	37	836
No	126	21	17	79	63	22	17	4	3	850	126	17	63	17	3	850	12649	18	55	20	7	850
<b>Current LEP</b>																						
Yes	0										0						315	4	29	25	42	834
No	143	21	15	85	59	26	18	11	8	849	144	15	59	18	8	848	14592	16	52	21	11	848
<b>Economically disadvantaged</b>																						
Yes	28	2	7	14	50	8	29	4	14	842	28	7	50	29	14	842	5206	8	45	28	20	842
No	115	19	17	71	62	18	16	7	6	850	116	16	61	16	7	850	9701	20	55	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	29	57	14	0	852
No	143	21	15	85	59	26	18	11	8	849	144	15	59	18	8	848	14900	16	51	21	12	847
<b>Gender</b>																						
Female	67	10	15	39	58	13	19	5	7	848	67	15	58	19	7	848	7196	14	52	23	12	847
Male	76	11	14	46	61	13	17	6	8	849	77	14	60	17	9	849	7711	18	51	20	12	848
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	5	0	0	1	20	4	80	0	0	841	5	0	20	80	0	841	804	6	38	34	22	841
No	138	21	15	84	61	22	16	11	8	849	139	15	60	16	9	849	14103	16	52	21	11	848
<b>Gifted/talented program</b>																						
Yes	9	6	67	3	33	0	0	0	0	866	9	67	33	0	0	866	592	63	35	1	0	865
No	134	15	11	82	61	26	19	11	8	847	135	11	61	19	9	847	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 8  
SAU: MSAD 15  
School: Gray-New Gloucester Middle Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	3	75	0	0	1	25	835	4	0	60	0	40	834	9	10	40	26	23	842
B. less than one hour	48	8	12	45	67	9	13	5	7	849	47	12	67	13	7	849	46	14	52	22	12	847
C. one to two hours	43	10	16	32	52	15	25	4	7	849	43	16	52	25	7	849	41	19	53	19	9	849
D. more than two hours	6	2	22	5	56	1	11	1	11	850	6	22	56	11	11	850	5	19	47	21	14	848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	18	0	0	16	64	5	20	4	16	844	18	0	64	20	16	844	29	19	54	19	9	849
B. They match some of what I have learned.	49	14	20	39	57	12	17	4	6	850	49	20	57	17	6	850	49	16	51	22	11	848
C. They match just a little of what I have learned.	28	5	13	25	64	8	21	1	3	849	28	13	64	21	3	849	18	13	51	23	13	846
D. There is no match.	5	0	0	5	71	0	0	2	29	845	6	0	63	0	38	844	5	9	39	29	23	842
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	26	5	14	25	69	3	8	3	8	850	26	14	68	8	11	850	23	28	51	13	8	853
B. good	57	14	18	45	56	16	20	5	6	849	57	18	56	20	6	849	54	15	55	21	9	848
C. fair	16	0	0	14	61	6	26	3	13	843	16	0	61	26	13	843	20	5	45	32	18	842
D. poor	1	0	0	1	100	0	0	0	0	842	1	0	100	0	0	842	3	2	35	34	29	838
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	35	10	21	31	66	6	13	0	0	852	35	21	65	13	2	851	27	15	49	22	14	846
B. about the same as my regular schoolwork	56	6	8	46	61	15	20	9	12	847	55	8	61	20	12	847	59	15	53	22	10	848
C. easier than my regular schoolwork	10	3	23	6	46	3	23	1	8	850	9	23	46	23	8	850	13	21	51	18	10	850
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	47	11	17	37	57	12	18	5	8	849	47	17	56	18	9	848	40	15	51	22	12	847
B. I tried about the same as I do on my regular schoolwork.	50	8	12	46	67	13	19	2	3	850	49	12	67	19	3	850	55	17	53	21	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	2	40	0	0	3	60	834	4	0	40	0	60	834	5	12	41	25	22	843
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	26	3	8	20	56	12	33	1	3	847	26	8	56	33	3	847	25	11	53	23	13	846
B. the course(s) described in A, plus chemistry	26	6	17	20	56	6	17	4	11	848	26	16	54	16	14	847	24	18	53	20	10	849
C. the course(s) described in B, plus physics	18	9	36	12	48	1	4	3	12	853	18	36	48	4	12	853	22	30	47	14	8	853
D. a life science and physical science class	30	1	2	33	79	6	14	2	5	848	30	2	79	14	5	848	29	8	52	27	14	844
How do you feel about the following statement? “My knowledge of science and technology will be useful to me as an adult.”																						
A. strongly agree	24	6	18	18	55	5	15	4	12	850	24	18	53	15	15	849	27	23	51	17	9	851
B. agree	56	10	13	51	65	16	21	1	1	850	55	13	65	21	1	850	54	15	53	21	11	847
C. disagree	18	1	4	14	56	5	20	5	20	841	18	4	56	20	20	841	15	10	50	26	14	845
D. strongly disagree	3	2	50	2	50	0	0	0	0	858	3	50	50	0	0	858	4	7	39	30	24	841
How well does the following statement reflect your future goals? “I am interested in a career related to science, technology, engineering, or mathematics.”																						
A. strongly agree	25	8	24	21	62	2	6	3	9	850	25	23	60	6	11	850	25	24	52	15	8	851
B. agree	38	6	11	32	60	12	23	3	6	850	38	11	60	23	6	850	37	15	50	22	12	847
C. disagree	28	4	10	24	62	8	21	3	8	847	28	10	62	21	8	847	26	12	53	23	12	846
D. strongly disagree	9	1	8	7	58	3	25	1	8	845	9	8	58	25	8	845	12	8	48	28	15	844
Optional school/SAU question																						
A.	0										0											
B.	33	1	100	0	0	0	0	0	0	870	33	100	0	0	0	870						
C.	33	0	0	1	100	0	0	0	0	842	33	0	100	0	0	842						
D.	33	0	0	1	100	0	0	0	0	858	33	0	100	0	0	858						

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
N = Number